



**THE TEACHERS' INSTRUCTIONS IN ENGLISH CLASSES  
AT ELEMENTARY SCHOOLS IN PANJANG KUDUS**

**By**

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MURIA KUDUS UNIVERSITY**

**2016**



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AT ELEMENTARY SCHOOLS IN PANJANG KUDUS**

**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fullfilment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**



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## MOTTO AND DEDICATION

### Motto:

- Dream, believe and make it happen
- The best person is the person who is useful to other people
- Failed in struggle does not mean a decline



### Dedication

This skripsi is dedicated to:

- Her beloved parents, Mr. Jarmin and Mrs. Siti Kasmini
- Her beloved older brothers and her big family
- Her beloved friends Mia, Yuni, Alfi, and Ulfan.
- All Her friends in PBI UMK

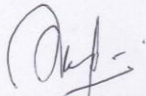
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### ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Ulil Albibatun Nayiroh (201232037) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, June 21<sup>th</sup> 2016

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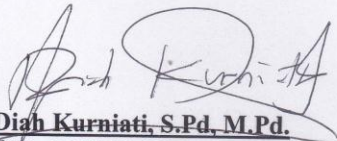


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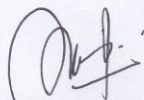


### EXAMINERS' APPROVAL

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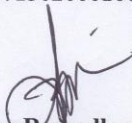
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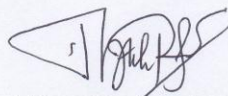
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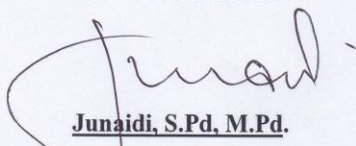
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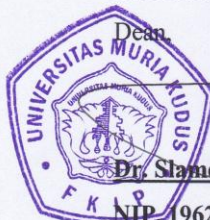
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She realizes that there are still some lacking in her research because of  
limitation knowledge and ability. However, she opens in getting any constructive  
criticism from the readers. She hopes that this research will useful for her, the  
students, the teacher, the reader, and the next researchers.



Kudus, 24<sup>th</sup> June 2016

The writer,

Ulil Albibatun Nayiroh



## ABSTRACT

Nayiroh, Ulil Albibatun. 2016. *The Teachers' Instructions in English Classes at Elementary Schools in Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Key Words: Teachers' Instructions, Young Learners

Teachers' Instruction has an important role in the successful of learning process. Teachers use it to manage the class. Without it, classroom management will be uncontrolled. Giving instruction for young learner in English class is more challenging, because it is the first time for them to know about foreign language. In fact, misunderstanding between the teachers' English instructions and the students understanding often appears in the learning process.

This research aimed to find out: (1) the types of instructions delivered by the English teachers of SD 1 and SD 2 Panjang Kudus in Academic Year 2015/2016, (2) the techniques for delivering instructions used by the English teachers of SD 1 and SD 2 Panjang Kudus in Academic Year 2015/2016, (3) the students' responses toward the teachers' instructions of SD 1 and SD 2 Panjang Kudus in Academic Year 2015/2016.

The method that used was qualitative and used case study approach. The subjects of this research were fifth graders and two teachers of SD 1 and SD 2 Panjang Kudus in Academic Year 2015/2016. The instruments to collect the data were observation and video recording.

The result of this research showed that: (1) the types of instructions delivered by the English teachers of SD 1 Panjang Kudus were 76% imperative, 15% interrogative and 9% declarative type of the total instruction's types. Therefore the types of instructions delivered by the English teachers of SD 2 Panjang Kudus were 50% imperative, 34% declarative and 16% interrogative type of the total instruction's types. (2) The techniques for delivering instructions used by the English teachers of SD 1 Panjang Kudus were 100% *say-so-check*, 91% *step-by-step*, 24% *show-don't-tell* and 0% *Students-recall* technique. Therefore the techniques for delivering instructions used by the English teachers of SD 2 Panjang Kudus were 83% *say-so-check*, 55% *step-by-step*, 19% *show-don't-tell* and 0% *Students-recall* technique. (3) The students' responses toward the teachers' instructions of SD 1 Panjang Kudus were 67% relevant response, 30% no response and 3% irrelevant response from total responses. Therefore the students' responses toward the teachers' instructions of SD 2 Panjang Kudus were 65% relevant response, 33% no response and 2% irrelevant response from total responses.

In conclusion, the English instructions delivered and the technique used by the teacher of SD 1 and SD 2 Panjang Kudus is success because the dominant students' response is relevant. The writer suggests for the teachers to deliver the English instructions in simple form and use appropriate techniques.

## ABSTRAK

Nayiroh, Ulil Albibatun. 2016. *Instruksi Bahasa Inggris Guru yang Digunakan dalam Kelas Bahasa Inggris di Sekolah Dasar Kudus*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Kata-kata Kunci: Instruksi Guru, Anak-anak Usia Dini

Instruksi guru mempunyai peran penting dalam suksesnya pembelajaran. Guru menggunakan instruksi untuk mengatur kelas. Tanpa itu, kelas akan tidak terkontrol dengan baik. Memberikan instruksi bahasa Inggris kepada anak usia dini di kelas bahasa Inggris lebih menantang, karena itu adalah awal pertama untuk mereka mengenal bahasa asing. Kenyataannya, kesalahfahaman antara instruksi yang diberikan guru dengan pemahaman murid masih sering terjadi.

Penelitian ini bertujuan untuk menemukan: (1) tipe-tipe instruksi yang diberikan oleh guru bahasa Inggris di SD 1 and SD 2 Panjang Kudus tahun ajaran 2015/2016, (2) teknik-teknik yang digunakan oleh guru bahasa Inggris di SD 1 and SD 2 Panjang Kudus tahun ajaran 2015/2016, (3) respon siswa terhadap instruksi yang diberikan oleh guru bahasa Inggris di SD 1 and SD 2 Panjang Kudus tahun ajaran 2015/2016.

Metode yang digunakan adalah kualitatif and pendekatan studi kasus. Subjek dari penelitian ini adalah kelas 5 dan 2 guru bahasa Inggris dari SD 1 dan SD 2 Panjang Kudus tahun ajaran 2015/2016. Instrument untuk mengumpulkan data adalah observasi dan rekaman video.

Hasil dari penelitian ini adalah: (1) tipe-tipe instruksi yang diberikan oleh guru bahasa Inggris di SD 1 Panjang Kudus adalah 76% *imperative*, 15% *interrogative* dan 9% *declarative* tipe dari semua total tipe. Sementara tipe-tipe instruksi yang diberikan oleh guru bahasa Inggris di SD 2 Panjang Kudus adalah 50% *imperative*, 34% *declarative* dan 16% *interrogative* tipe dari semua total tipe. (2) Teknik-teknik yang digunakan oleh guru bahasa Inggris di SD 1 Panjang Kudus adalah 100% *say-so-check*, 91% *step-by-step*, 24% *show-don't-tell* and 0% *Students-recall* teknik. Sementara Teknik-teknik yang digunakan oleh guru bahasa Inggris di SD 2 Panjang Kudus adalah 83% *say-so-check*, 55% *step-by-step*, 19% *show-don't-tell* and 0% *Students-recall* teknik. (3) Respon siswa terhadap instruksi yang diberikan oleh guru bahasa Inggris di SD 1 Panjang Kudus adalah 67% *relevant response*, 30% *no response* dan 3% *irrelevant response* dari total semua respon. Sementara respon siswa terhadap instruksi yang diberikan oleh guru bahasa Inggris di SD 2 Panjang Kudus adalah 65% *relevant response*, 33% *no response* dan 2% *irrelevant response* dari total semua respon.

Kesimpulannya, instruksi bahasa Inggris yang diberikan dan teknik yang digunakan oleh guru bahasa Inggris di SD 1 dan SD 2 Panjang Kudus sudah berhasil, karena respon yang paling dominan adalah relevan. Penulis menyarankan kepada guru untuk memberikan instruksi bahasa Inggris dengan sederhana dan menggunakan teknik yang sesuai untuk menyampaikannya.

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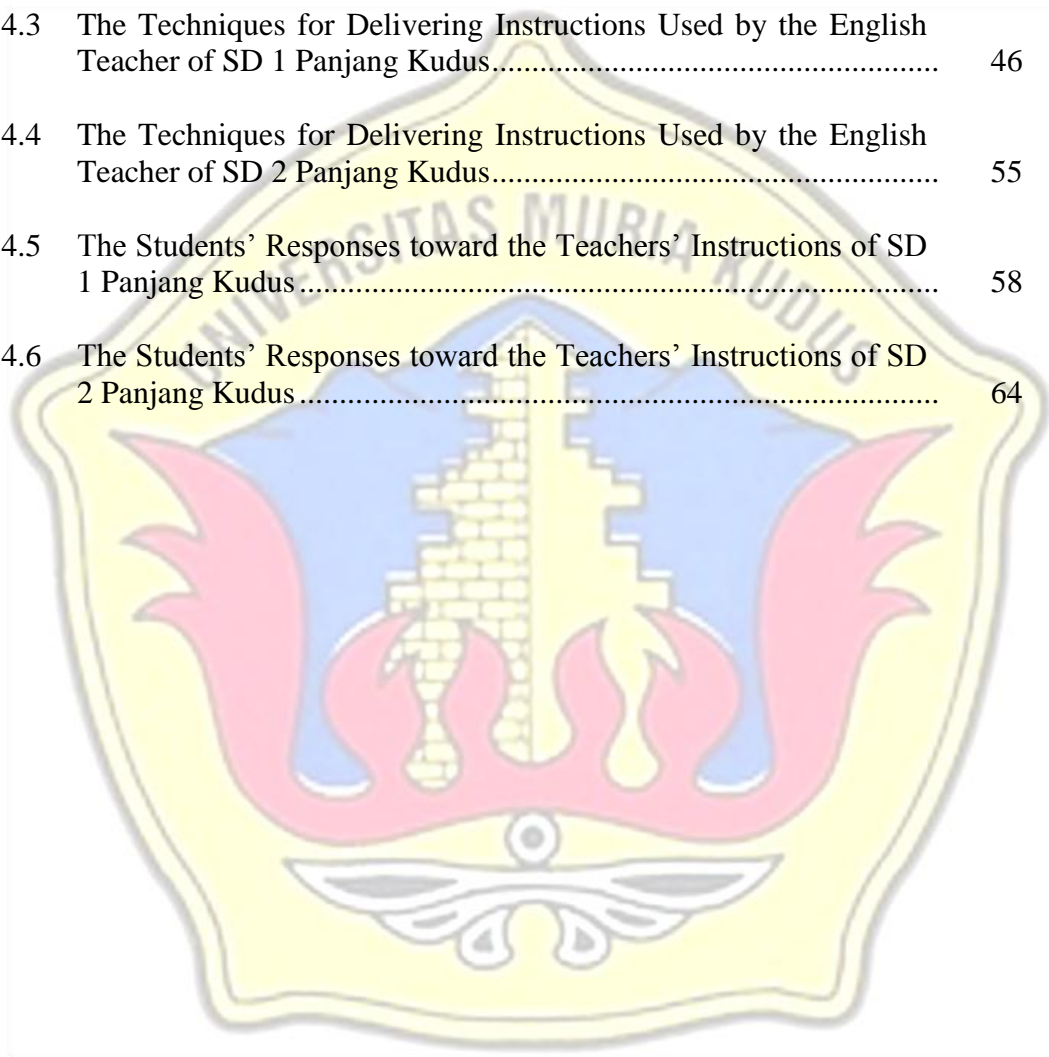
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